



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2008
Code: 10131168
SAU: Bath School Department
School: Fisher-Mitchell School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9
Science and Technology Results	10-12

SUMMARY OF SCORES

Test Date: March 2008

Grade: 4

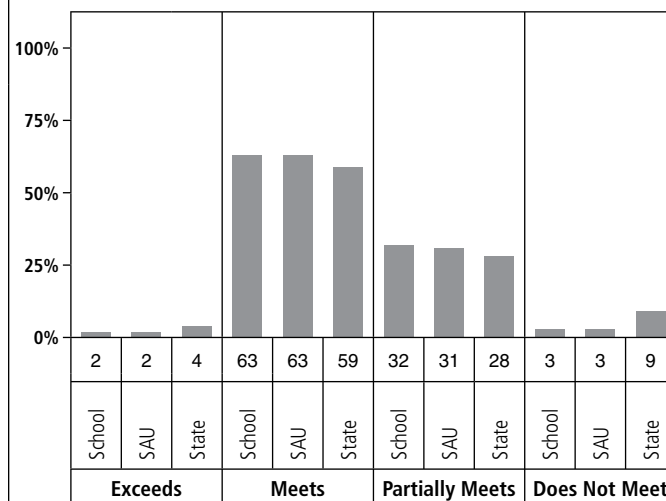
SAU: Bath School Department

School: Fisher-Mitchell School

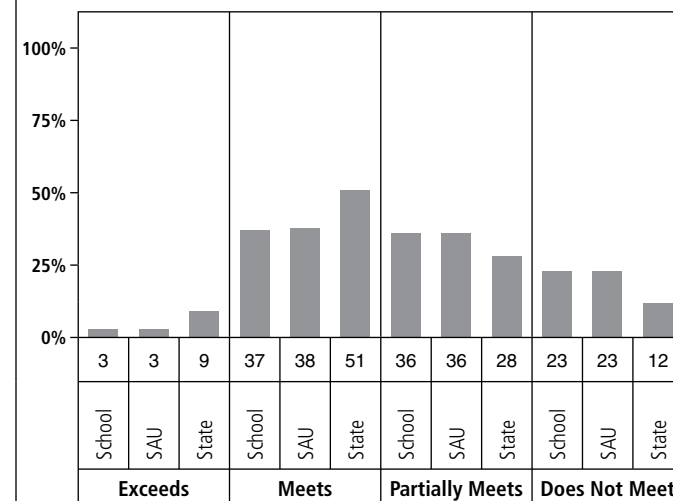
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	442	443	444
2006–2007	444	444	445
2007–2008	445	445	445
Cum. Avg. *	444	444	445
Mathematics			
2005–2006	442	441	444
2006–2007	439	439	445
2007–2008	439	439	445
Cum. Avg. *	439	440	445
Science & Technology			
2005–2006	443	446	444
2006–2007	441	441	444
2007–2008	440	440	444
Cum. Avg. *	441	442	444

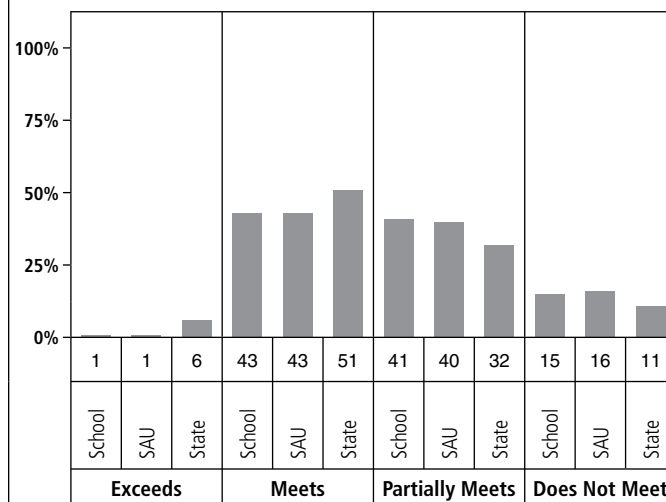
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 4
 SAU: Bath School Department
 School: Fisher-Mitchell School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																											
							ELA-Reading						Mathematics						Science and Technology						School			SAU			State			
	School		SAU		State		School		SAU		State		School		SAU		State																	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
Total number of students	91	100	90	100	14207	100	91	100	90	100	14181	100	91	100	90	100	14123	100	91	100	90	100	14115	99										
Ethnicity African American/Black	8	9	8	9	390	3	8	100	8	100	388	99	8	100	8	100	388	99	8	100	8	100	386	99										
American Indian or Native Alaskan	1	1	1	1	101	1	1	100	1	100	101	100	1	100	1	100	101	100	1	100	1	100	101	100										
Asian or Pacific Islander	1	1	1	1	263	2	1	100	1	100	259	98	1	100	1	100	262	100	1	100	1	100	262	100										
Hispanic	3	3	3	3	170	1	3	100	3	100	168	99	3	100	3	100	166	98	3	100	3	100	166	98										
Caucasian/White	78	86	77	86	13282	93	78	100	77	100	13264	100	78	100	77	100	13205	100	78	100	77	100	13199	99										
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100										
Identified disability	10	11	10	11	2524	18	10	100	10	100	2514	100	10	100	10	100	2498	99	10	100	10	100	2494	99										
Current LEP	1	1	1	1	385	3	1	100	1	100	377	98	1	100	1	100	383	99	1	100	1	100	380	99										
Economically disadvantaged	46	51	46	51	5587	39	46	100	46	100	5569	100	46	100	46	100	5538	99	46	100	46	100	5534	99										
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100										

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	71	78	70	78	10755	76	71	78	70	78	10730	76	71	78	70	78	10776	76						
Identified disability (PET/IEP)	1	1	1	1	375	3	1	1	1	1	374	3	1	1	1	1	384	4						
LEP	0	0	0	0	148	1	0	0	0	0	148	1	0	0	0	0	150	1						
504 plan	0	0	0	0	114	1	0	0	0	0	114	1	0	0	0	0	115	1						
Participation with accommodations	20	22	20	22	3298	23	20	22	20	22	3267	23	20	22	20	22	3215	23						
Identified disability (PET/IEP)	9	45	9	45	2013	61	9	45	9	45	1998	61	9	45	9	45	1986	62						
LEP	1	5	1	5	225	7	1	5	1	5	233	7	1	5	1	5	229	7						
504 plan	1	5	1	5	69	2	1	5	1	5	68	2	1	5	1	5	67	2						
Other	10	50	10	50	1046	32	10	50	10	50	1023	31	10	50	10	50	987	31						
Participation through alternate assessment (PAAP)	0	0	0	0	126	1	0	0	0	0	126	1	0	0	0	0	124	1						
Identified disability (PET/IEP)	0	0	0	0	126	100	0	0	0	0	126	100	0	0	0	0	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	11	0	0	0	0	0	68	0	0	0	0	0	80	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 4
SAU: Bath School Department
School: Fisher-Mitchell School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	0	0	1	1	601	4
	2006-2007	2	2	2	2	507	4
	2007-2008	2	2	2	2	559	4
	Cum. Total*	4	2	5	2	1667	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	16	53	45	57	7910	57
	2006-2007	61	61	60	61	8749	63
	2007-2008	57	63	57	63	8308	59
	Cum. Total*	134	61	162	60	24967	60
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	9	30	24	30	3970	29
	2006-2007	27	27	27	27	3467	25
	2007-2008	29	32	28	31	3922	28
	Cum. Total*	65	29	79	29	11359	27
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	5	17	9	11	1421	10
	2006-2007	10	10	10	10	1165	8
	2007-2008	3	3	3	3	1264	9
	Cum. Total*	18	8	22	8	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	29.8	62.1	29.8	62.1	29.7	61.9
Literary Text	24	50	15.7	65.4	15.7	65.4	15.5	64.6
Informational Text	24	50	14.1	58.8	14.1	58.8	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: Bath School Department
 School: Fisher-Mitchell School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	91	2	2	57	63	29	32	3	3	445	90	2	63	31	3	445	14053	4	59	28	9	445
Ethnicity																						
African American/Black	8	0	0	6	75	2	25	0	0	448	8	0	75	25	0	448	384	1	36	35	28	438
American Indian or Native Alaskan	1										1						101	1	46	44	10	442
Asian or Pacific Islander	1										1						259	6	61	22	11	445
Hispanic	3										3						164	0	45	38	16	440
Caucasian/White	78	2	3	47	60	26	33	3	4	444	77	3	61	32	4	444	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	10	0	0	2	20	6	60	2	20	434	10	0	20	60	20	434	2388	0	29	44	26	437
No	81	2	2	55	68	23	28	1	1	446	80	3	69	28	1	446	11665	5	65	25	6	446
Current LEP																						
Yes	1										1						373	1	32	35	32	436
No	90	2	2	57	63	28	31	3	3	445	89	2	64	30	3	445	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	46	1	2	26	57	18	39	1	2	443	46	2	57	39	2	443	5502	1	47	37	14	441
No	45	1	2	31	69	11	24	2	4	446	44	2	70	23	5	446	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	91	2	2	57	63	29	32	3	3	445	90	2	63	31	3	445	14048	4	59	28	9	445
Gender																						
Female	47	2	4	35	74	9	19	1	2	447	46	4	76	17	2	447	6959	5	61	26	8	446
Male	44	0	0	22	50	20	45	2	5	443	44	0	50	45	5	443	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	14	0	0	4	29	9	64	1	7	438	13	0	31	62	8	438	1890	0	37	46	17	439
No	77	2	3	53	69	20	26	2	3	446	77	3	69	26	3	446	12163	5	63	25	8	446
Gifted/talented program																						
Yes	9	1	11	8	89	0	0	0	0	457	9	11	89	0	0	457	266	21	74	4	0	456
No	82	1	1	49	60	29	35	3	4	443	81	1	60	35	4	443	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: Bath School Department
School: Fisher-Mitchell School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	3	75	1	25	0	0	446	4	0	75	25	0	446	5	1	42	36	21	440
B. less than one hour	87	2	3	49	62	25	32	3	4	445	87	3	63	31	4	445	74	4	62	27	7	445
C. one to two hours	7	0	0	4	67	2	33	0	0	443	7	0	67	33	0	443	18	5	59	29	7	446
D. more than two hours	2	0	0	1	50	1	50	0	0	441	2	0	50	50	0	441	2	3	32	34	31	438
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	29	0	0	17	65	8	31	1	4	446	29	0	65	31	4	446	30	6	63	24	7	446
B. They match some of what I have learned.	48	2	5	29	66	13	30	0	0	447	48	5	67	28	0	447	52	4	63	27	6	446
C. They match just a little of what I have learned.	16	0	0	9	60	5	33	1	7	440	17	0	60	33	7	440	12	2	46	37	15	441
D. There is no match.	7	0	0	2	33	3	50	1	17	438	7	0	33	50	17	438	5	0	33	40	26	437
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	42	2	5	28	74	8	21	0	0	449	42	5	74	21	0	449	35	7	66	20	6	448
B. good	41	0	0	22	59	14	38	1	3	443	40	0	61	36	3	443	51	3	60	29	7	445
C. fair	14	0	0	7	54	4	31	2	15	439	14	0	54	31	15	439	12	1	44	40	16	440
D. poor	3	0	0	0	0	3	100	0	0	435	3	0	0	100	0	435	2	0	23	47	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	15	0	0	6	46	6	46	1	8	439	15	0	46	46	8	439	19	2	46	34	17	442
B. about the same as my regular schoolwork	52	0	0	33	72	12	26	1	2	445	51	0	73	24	2	445	62	5	64	26	5	446
C. easier than my regular schoolwork	34	2	7	16	53	11	37	1	3	447	34	7	53	37	3	447	18	3	58	29	10	444
How hard were the reading passages on this test?																						
A. Most of the passages were more difficult than what I usually read.	12	0	0	4	40	5	50	1	10	437	12	0	40	50	10	437	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	41	0	0	22	63	12	34	1	3	443	40	0	65	32	3	443	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	47	2	5	27	68	10	25	1	3	448	48	5	68	25	3	448	33	7	68	20	5	448
How much time do you spend reading at home each day?																						
A. more than one hour	34	1	3	24	77	6	19	0	0	449	34	3	77	19	0	449	18	7	64	22	7	447
B. 20 minutes to an hour	48	0	0	26	59	18	41	0	0	444	48	0	60	40	0	444	55	4	64	26	6	446
C. less than 20 minutes	11	1	10	5	50	2	20	2	20	441	11	10	50	20	20	441	14	2	53	33	12	443
D. I rarely read at home.	7	0	0	2	33	3	50	1	17	438	7	0	33	50	17	438	13	1	44	39	16	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	12	0	0	8	73	2	18	1	9	444	12	0	73	18	9	444	23	3	50	34	13	442
B. six to ten pages	12	0	0	5	45	5	45	1	9	444	12	0	45	45	9	444	25	3	60	29	8	444
C. eleven or more pages	76	2	3	44	64	22	32	1	1	445	76	3	65	31	1	445	52	5	64	24	6	446
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 4
SAU: Bath School Department
School: Fisher-Mitchell School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	2	7	4	5	1294	9
	2006-2007	2	2	2	2	1054	8
	2007-2008	3	3	3	3	1321	9
	Cum. Total*	7	3	9	3	3669	9
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	15	50	35	44	7000	50
	2006-2007	42	42	42	42	7394	53
	2007-2008	34	37	34	38	7079	51
	Cum. Total*	91	41	111	41	21473	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	9	30	23	29	3784	27
	2006-2007	34	34	33	33	3729	27
	2007-2008	33	36	32	36	3955	28
	Cum. Total*	76	34	88	33	11468	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	4	13	17	22	1894	14
	2006-2007	22	22	22	22	1735	12
	2007-2008	21	23	21	23	1642	12
	Cum. Total*	47	21	60	22	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	8.0	53.3	8.0	53.3	9.5	63.3
Cluster 2: Shape and Size	14	29	7.4	52.9	7.4	52.9	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	3.0	60.0	3.0	60.0	3.4	68.0
Cluster 4: Patterns	14	29	9.5	67.9	9.4	67.1	9.7	69.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: Bath School Department
 School: Fisher-Mitchell School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	91	3	3	34	37	33	36	21	23	439	90	3	38	36	23	439	13997	9	51	28	12	445
Ethnicity																						
African American/Black	8	0	0	1	13	6	75	1	13	436	8	0	13	75	13	436	386	4	26	34	36	434
American Indian or Native Alaskan	1										1						101	3	46	41	11	442
Asian or Pacific Islander	1										1						262	14	51	23	12	447
Hispanic	3										3						162	4	41	34	21	440
Caucasian/White	78	3	4	31	40	25	32	19	24	439	77	4	40	31	25	439	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	10	0	0	2	20	1	10	7	70	428	10	0	20	10	70	428	2372	3	31	36	30	436
No	81	3	4	32	40	32	40	14	17	440	80	4	40	39	18	440	11625	11	54	27	8	447
Current LEP																						
Yes	1										1						381	4	33	28	35	435
No	90	3	3	34	38	33	37	20	22	439	89	3	38	36	22	439	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	46	1	2	12	26	20	43	13	28	436	46	2	26	43	28	436	5472	5	41	35	19	440
No	45	2	4	22	49	13	29	8	18	442	44	5	50	27	18	442	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	91	3	3	34	37	33	36	21	23	439	90	3	38	36	23	439	13992	9	51	28	12	445
Gender																						
Female	47	2	4	19	40	17	36	9	19	440	46	4	41	35	20	440	6933	9	50	29	12	445
Male	44	1	2	15	34	16	36	12	27	437	44	2	34	36	27	437	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	14	0	0	2	14	4	29	8	57	430	13	0	15	23	62	430	1890	2	34	41	23	438
No	77	3	4	32	42	29	38	13	17	440	77	4	42	38	17	440	12107	11	53	26	10	446
Gifted/talented program																						
Yes	9	2	22	6	67	1	11	0	0	454	9	22	67	11	0	454	266	45	49	5	0	461
No	82	1	1	28	34	32	39	21	26	437	81	1	35	38	26	437	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: Bath School Department
School: Fisher-Mitchell School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	1	25	3	75	0	0	437	4	0	25	75	0	437	5	6	34	33	27	438
B. less than one hour	87	3	4	31	39	27	34	18	23	439	87	4	40	33	23	439	74	10	52	28	10	446
C. one to two hours	7	0	0	2	33	2	33	2	33	436	7	0	33	33	33	436	18	10	52	28	10	446
D. more than two hours	2	0	0	0	0	1	50	1	50	429	2	0	0	50	50	429	2	5	33	28	34	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	35	1	3	10	31	14	44	7	22	438	36	3	31	44	22	438	38	13	56	23	8	448
B. They match some of what I have learned.	48	2	5	20	45	11	25	11	25	441	48	5	47	23	26	441	48	8	52	29	10	445
C. They match just a little of what I have learned.	14	0	0	4	31	7	54	2	15	436	14	0	31	54	15	436	10	4	35	39	22	439
D. There is no match.	2	0	0	0	0	1	50	1	50	428	2	0	0	50	50	428	4	2	25	33	40	433
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	36	3	9	15	45	9	27	6	18	443	37	9	45	27	18	443	35	16	55	20	8	449
B. good	43	0	0	15	38	17	44	7	18	438	42	0	39	42	18	438	48	7	52	31	11	445
C. fair	18	0	0	4	25	6	38	6	38	433	18	0	25	38	38	433	14	3	41	38	18	440
D. poor	3	0	0	0	0	1	33	2	67	425	3	0	0	33	67	425	3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	13	0	0	3	25	3	25	6	50	433	13	0	25	25	50	433	15	4	38	33	25	439
B. about the same as my regular schoolwork	60	2	4	23	42	20	36	10	18	440	60	4	43	35	19	440	64	10	54	28	9	446
C. easier than my regular schoolwork	26	1	4	8	33	10	42	5	21	439	27	4	33	42	21	439	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	25	1	4	5	22	10	43	7	30	436	26	4	22	43	30	436	23	8	47	29	16	443
B. two or three days a week	36	2	6	13	39	14	42	4	12	442	36	6	41	41	13	442	36	11	54	27	9	447
C. two or three times each month	24	0	0	11	50	6	27	5	23	439	24	0	50	27	23	439	25	10	53	27	10	446
D. never or almost never	14	0	0	5	38	3	23	5	38	434	14	0	38	23	38	434	16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	2	0	0	0	0	1	50	1	50	427	2	0	0	50	50	427	5	3	30	33	33	436
B. two or three days a week	34	1	3	11	35	13	42	6	19	439	34	3	37	40	20	440	19	8	50	30	12	445
C. two or three times each month	39	0	0	17	49	10	29	8	23	439	39	0	49	29	23	439	38	11	55	26	8	447
D. never or almost never	24	2	9	6	27	9	41	5	23	439	25	9	27	41	23	439	38	9	50	29	12	445
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	9	0	0	2	25	1	13	5	63	430	9	0	25	13	63	430	8	3	33	38	25	438
B. 30–45 minutes	25	0	0	8	35	8	35	7	30	437	26	0	35	35	30	437	27	6	48	33	13	443
C. 45–60 minutes	47	3	7	18	42	17	40	5	12	442	47	7	43	38	12	442	38	11	54	26	9	447
D. more than 60 minutes	19	0	0	6	35	7	41	4	24	437	19	0	35	41	24	437	26	13	55	23	9	448
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008
Grade: 4
SAU: Bath School Department
School: Fisher-Mitchell School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	1	3	10	13	751	5
	2006-2007	6	6	6	6	963	7
	2007-2008	1	1	1	1	882	6
	Cum. Total*	8	4	17	6	2596	6
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	16	53	37	47	7251	52
	2006-2007	43	43	42	42	6824	49
	2007-2008	39	43	39	43	7130	51
	Cum. Total*	98	44	118	44	21205	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	9	30	22	28	4514	32
	2006-2007	36	36	36	36	4382	32
	2007-2008	37	41	36	40	4433	32
	Cum. Total*	82	37	94	35	13329	32
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	4	13	10	13	1458	10
	2006-2007	15	15	15	15	1735	12
	2007-2008	14	15	14	16	1546	11
	Cum. Total*	33	15	39	15	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	7.5	62.5	7.5	62.5	8.0	66.7
Cluster 2: Physical Sciences	12	25	6.3	52.5	6.3	52.5	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	6.9	57.5	6.9	57.5	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	7.2	60.0	7.2	60.0	7.6	63.3

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslt/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: Bath School Department
 School: Fisher-Mitchell School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	91	1	1	39	43	37	41	14	15	440	90	1	43	40	16	440	13991	6	51	32	11	444
Ethnicity																						
African American/Black	8	0	0	3	38	3	38	2	25	439	8	0	38	38	25	439	385	2	27	35	36	434
American Indian or Native Alaskan	1										1						101	3	44	44	10	441
Asian or Pacific Islander	1										1						262	5	52	28	14	443
Hispanic	3										3						162	2	38	39	21	439
Caucasian/White	78	1	1	34	44	32	41	11	14	440	77	1	44	40	14	441	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	10	0	0	3	30	3	30	4	40	434	10	0	30	30	40	434	2370	2	32	41	25	437
No	81	1	1	36	44	34	42	10	12	441	80	1	45	41	13	441	11621	7	55	30	8	445
Current LEP																						
Yes	1										1						379	1	25	35	39	433
No	90	1	1	39	43	37	41	13	14	440	89	1	44	40	15	441	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	46	0	0	14	30	22	48	10	22	438	46	0	30	48	22	438	5470	3	41	39	18	440
No	45	1	2	25	56	15	33	4	9	443	44	2	57	32	9	443	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	91	1	1	39	43	37	41	14	15	440	90	1	43	40	16	440	13986	6	51	32	11	444
Gender																						
Female	47	1	2	20	43	20	43	6	13	442	46	2	43	41	13	442	6929	6	49	33	12	443
Male	44	0	0	19	43	17	39	8	18	439	44	0	43	39	18	439	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	14	0	0	3	21	7	50	4	29	434	13	0	23	46	31	434	1888	1	32	44	23	437
No	77	1	1	36	47	30	39	10	13	441	77	1	47	39	13	441	12103	7	54	30	9	445
Gifted/talented program																						
Yes	9	1	11	8	89	0	0	0	0	457	9	11	89	0	0	457	266	30	65	5	1	457
No	82	0	0	31	38	37	45	14	17	438	81	0	38	44	17	439	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: Bath School Department
School: Fisher-Mitchell School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	1	25	3	75	0	0	439	4	0	25	75	0	439	5	4	37	36	22	439
B. less than one hour	87	1	1	36	46	29	37	13	16	440	87	1	46	36	17	440	74	6	53	31	10	444
C. one to two hours	7	0	0	1	17	4	67	1	17	438	7	0	17	67	17	438	18	7	52	32	8	445
D. more than two hours	2	0	0	1	50	1	50	0	0	445	2	0	50	50	0	445	2	4	31	33	32	437
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	20	0	0	10	56	4	22	4	22	443	19	0	59	18	24	443	24	9	53	28	10	446
B. They match some of what I have learned.	42	1	3	14	37	20	53	3	8	440	43	3	37	53	8	440	49	6	54	31	9	445
C. They match just a little of what I have learned.	28	0	0	14	56	9	36	2	8	443	28	0	56	36	8	443	21	4	47	36	13	442
D. There is no match.	10	0	0	1	11	4	44	4	44	430	10	0	11	44	44	430	6	2	35	37	25	438
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	24	1	5	12	55	6	27	3	14	444	24	5	55	27	14	444	25	9	53	27	10	446
B. good	46	0	0	20	48	18	43	4	10	442	46	0	49	41	10	442	54	6	55	30	9	445
C. fair	23	0	0	5	24	11	52	5	24	436	23	0	24	52	24	436	19	3	43	40	15	441
D. poor	7	0	0	2	33	2	33	2	33	435	7	0	33	33	33	435	3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	31	0	0	11	39	12	43	5	18	439	31	0	39	43	18	439	22	5	45	35	15	442
B. about the same as my regular schoolwork	42	0	0	16	42	18	47	4	11	440	41	0	43	46	11	440	62	7	53	31	9	445
C. easier than my regular schoolwork	27	1	4	12	48	7	28	5	20	442	28	4	48	28	20	442	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	7	1	17	1	17	3	50	1	17	440	7	17	17	50	17	440	24	7	48	33	12	444
B. a few times a week	48	0	0	20	47	19	44	4	9	441	47	0	48	43	10	441	53	7	54	31	9	445
C. once a week	22	0	0	9	45	10	50	1	5	443	22	0	45	50	5	443	9	6	46	33	15	442
D. a few times a month	23	0	0	9	43	5	24	7	33	437	24	0	43	24	33	437	14	5	50	31	14	443
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	35	0	0	11	35	14	45	6	19	439	34	0	37	43	20	440	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	13	0	0	4	36	5	45	2	18	437	13	0	36	45	18	437	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	27	0	0	14	58	7	29	3	13	442	28	0	58	29	13	442	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	25	1	5	8	36	11	50	2	9	442	25	5	36	50	9	442	22	9	55	26	9	446
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											